



INDIANA
DEPARTMENT of
EDUCATION

2023 INDIANA ACADEMIC STANDARDS FOR
PHYSICAL EDUCATION (PE)

PE I, PE II, & ELECTIVE PE

HIGH SCHOOL



Indiana Academic Standards Context and Purpose

The Indiana Academic Standards for Grades 9-12 Physical Education are the result of a process designed to identify, evaluate, synthesize, and create high-quality, rigorous learning expectations for Indiana students. In alignment with the [National Standards and Grade-Level Outcomes for K-12 Physical Education](#), the Indiana Academic Standards on the following pages represent learning outcomes for students. Each standard is accompanied by learning indicators that define the specific knowledge, skills, and behaviors expected of students by the end of each grade level. The grade-level indicators can also serve as guidelines for assessing student performance in the classroom, and may include some instructional examples to assist educators. These examples are intended to help illustrate possible teaching strategies and activities, but are not intended to be an exhaustive list. Educators should use their professional expertise to differentiate instruction at each grade level.

While the Indiana Academic Standards establish key expectations for knowledge and skills and should be used as the basis for curriculum, the standards by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, strategies, and/or other supplementary materials that align with Indiana Academic Standards. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the standards as well as the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning, but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices to support overall student development.

Standard 1: The physically literate individual will demonstrate competency in a variety of motor skills and movement patterns.

High school students typically attain proficiency in motor skills and movement patterns within units of instruction they are familiar with and strive toward proficiency in more novel units of instruction. The key element in facilitating a physically literate high school student is to afford them choice.

1. Outdoor Pursuits, Individual, Partner/Team Sports

PE I & PE II	HSL1.1.1.A Demonstrates competency in activity-specific movement skill in two or more physical activities from: outdoor pursuits, fitness activities, individual-performance activities, dance and rhythmic activities, games, sports, recreation, or aquatics.
Elective PE	HSL2.1.1.A Improves on activity-specific movement skill in one or more activities from: outdoor pursuits, fitness activities, individual-performance activities, dance and rhythmic activities, games, sports, recreation, or aquatics.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

High school students strive for improving their skill level in motor skills by applying learned concepts associated with movement and through analysis of their own skills. They bring together many disciplines, such as physics and anatomy, to gain a better understanding of how and why they move as they do. Students assume performance outcomes based on movement principles and plan their goals for improvement.

1. Outdoor Pursuits, Individual, Partner/Team Sports

PE I & PE II	HSL1.2.1.A The physically literate individual applies knowledge of concepts, principles, strategies, terminology, and tactics related to movement and performance.
Elective PE	HSL2.2.1.A The physically literate individual applies knowledge of concepts, principles, strategies, terminology, and tactics related to movement by demonstrating performance-based skills.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

High school students participate regularly in a variety of physical activities of interest and availability that can be continued for a lifetime. These activities are representative of the goals and objectives previously designed into the student's individual fitness program and are complementary to the student's strengths and activity preferences. Furthermore, they utilize learned principles and current practices to assess their own fitness levels using a variety of assessment tools. They analyze the results of these assessments and design a fitness program that meets their needs and interests and builds upon previously acquired fitness skills.

1. Health-Related Fitness	
PE I & PE II	HSL1.3.1.A Demonstrates the knowledge of the components of physical fitness to achieve and maintain a health-enhancing level of physical activity.
Elective PE	HSL2.3.1.A Applies technology (such as wearable devices, mobile device apps, and/or social media tools) to support physical activity and lifetime fitness habits.
	HSL2.3.1.B Maintains a healthy caloric/energy balance for an active lifestyle.
2. Physical Activity Knowledge	
PE I & PE II	HSL1.3.2.A Investigates activities that can be pursued in the local environment (such as health clubs, recreational leagues, indoor/outdoor trails, community centers).
	HSL1.3.2.B Identifies issues associated with exercising in various types of weather conditions (such as heat, humidity, cold).
Elective PE	HSL2.3.2.A Identifies fitness principles (such as overload, recovery, specificity) and applies them to a variety of physical activities in their personal fitness plan.
	HSL2.3.2.B Lists opportunities to increase daily physical activity.
	HSL2.3.2.C Describes community and school resources to engage in physical activity.
3. Engagement in Physical Activity	
PE I & PE II	HSL1.3.3.A Participates regularly in physical activity.
Elective PE	HSL2.3.3.A Meets or exceeds the threshold of accumulating 60 minutes of daily moderate to vigorous physical activity.
4. Physical Activity and Nutrition Planning	
PE I & PE II	HSL1.3.4.A Understands the relationship between caloric intake, physical activity, and body composition.
Elective PE	HSL2.3.4.A Adjusts daily nutritional intake to meet physical activity levels that work toward their own body composition goal.

5. Individual Plan	
PE I & PE II	HSL1.3.5.A Designs and implements a personal fitness and nutrition plan (assessment scores, goals for improvement, plan of activities for improvement, log of activities to reach goals, timeline for improvement).
Elective PE	HSL2.3.5.A Designs and uses a personal fitness plan that incorporates the health-related fitness components and follows the key principles of training.
6. Stress Management	
PE I & PE II	HSL1.3.6.A Identifies stress-management strategies, such as mental imagery, relaxation techniques, deep breathing, aerobic exercise, and meditation to reduce stress.
Elective PE	HSL2.3.6.A Explains the positive health outcomes related to managing stress through engaging in regular physical activity and lifetime fitness pursuits.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

High school students recognize the influence of physical activity, exercise, and sport on society. Students analyze environments and situations for safety and apply this analysis to their physical activities to ensure maximum positive results with minimum safety hazards. They anticipate potential conflicts and strive to prevent them from happening or quickly resolve conflicts that do occur in socially acceptable ways.

1. Personal Responsibility	
PE I & PE II	HSL1.4.1.A Employs effective self-management skills to review time commitments (among individual student's curricular/extracurricular agenda) to identify barriers and modify physical activity and exercise patterns accordingly.
Elective PE	HSL2.4.1.A Takes responsibility for engaging in daily physical activity and regular participation in lifetime fitness pursuits (such as trying out new activities, giving full effort and attention to the opportunities before them, being a positive role model for others, etc.).
2. Rules and Etiquette	
PE I & PE II	HSL1.4.2.A Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.
Elective PE	HSL2.4.2.A Adheres to established or developed rules for participation in physical activities, respects the etiquette aspects of participation, and displays a positive disposition.

3. Working with Others	
PE I & PE II	HSL1.4.3.A Solves problems and thinks critically when working with others during physical activity, both as an individual and in groups.
Elective PE	HSL2.4.3.A Modifies the physical activity or lifetime fitness pursuit so that all ability levels are meaningfully engaged.
4. Safety	
PE I & PE II	HSL1.4.4.A Both demonstrates and applies best practices for participating safely in physical activity and exercise (such as injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).
Elective PE	HSL2.4.4.A Differentiates an inherent risk versus an unsafe practice.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

High school students recognize and respect that participating in physical activity can be accomplished in a lot of ways and for a lot of reasons. They can justify that each path to physical activity is unique and that it may change during various stages of life. A physically literate high school student values the various reasons for living a physically active life and can independently develop a plan for being active throughout their life.

1. Benefits	
PE I & PE II	HSL1.5.1.A Explains physical health benefits of attaining or exceeding the daily recommended 60 minutes of moderate to vigorous physical activity.
Elective PE	HSL2.5.1.A Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
	HSL2.5.1.B Recognizes the relationship between engaging in regular physical activity and positive outcomes related to cognition and/or academic readiness.
	HSL2.5.1.C Articulates positive social outcomes of trying a new physical activity with others.
2. Expression	
PE I & PE II	HSL1.5.2.A Participates in a self-selected physical activity for self-expression and enjoyment.
Elective PE	HSL2.5.2.A Shares the many ways that people of all ability levels and interests can accomplish 60 minutes of moderate to vigorous physical activity daily.
	HSL2.5.2.B Highlights the personal growth aspects of engaging in a novel physical activity.